

Even Start Performance Indicator A.1: Adult participants that have completed at least 12 hours of Adult Basic Education (ABE) instruction or Adult Secondary Education (ASE) instruction in one year will demonstrate test scale score gains of at least one literacy level based upon their entry-level and post-test scores on the Test of Adult Basic Education-Reading (TABE-R).				
SUBJECTS (ABE ¹ and ASE ² student categories ³ for Even Start adults)	PERFORMANCE WITH THRESHOLD	EXPECTATIONS ⁵	TIME PERIOD	MEASURES
A.1.1: At least 25% of Beginning Literacy Students (ABE Level 1)	will demonstrate at or above specified test scale score ⁴ gains	of at least one literacy level	after completing at least 12 hours of ABE instruction ⁶ after date of enrollment until end of the program’s fiscal year (Reporting period: Each Program Year: July 1-June 30)	on the TABE-R (Forms 7/8 Reading). (Pre- and post-tests ⁷ sequence appropriate to student category)
A.1.2: At least 25% of Beginning ABE Students (ABE Level 2)				
A.1.3: At least 45% of Low Intermediate ABE Students (ABE Level 3)				
A.1.4: At least 45% of High Intermediate ABE students (ABE Level 4)				
A.1.5: At least 60% of Low Advanced ASE students				
A.1.6: At least 60% of High Advanced ASE students	will achieve at least one personal educational goal within a literacy area (reading or math)			appropriate to student category and goal area

Definitions:

¹ABE (Adult Basic Education) includes life skills, math computation, and language literacy. Language literacy includes speaking, listening, reading, writing, and computer skill at 0-8.9 grade level equivalent, as determined by standardized testing. (Reference: Guide to Quality Even Start Family Literacy Programs, RMC Corporation.)

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PI A.1: Definitions (continued):

² ASE (Adult Secondary Education) includes life skills, math computation, and language literacy. Language literacy includes speaking, listening, reading, writing, and computer skill at 9.0 and above grade equivalent, as determined by standardized testing. (Reference: Guide to Quality Even Start Family Literacy Programs, RMC Corporation.)

³ Student Categories are listed in the chart below: (Taken from the National Reporting Systems Guide, 1995.)

Educational Functioning Level	Reading Grade Level Equivalency (GLE)	Test Level	TABE-R, 7/8 Scale Scores
Beginning Literacy	0-1.9	L (Literacy)	160-367
Beginning ABE	2-3.9	L or E (Easy)	368-461
Low Intermediate ABE	4-5.9	M (Medium)	462-517
High Intermediate ABE	6-8.9	M or D (Difficult)	518-566.5
Low Advanced ASE	9-10.9	A (Advanced)	567-595
High Advanced ASE	11-12.9	A	596+

*ABE students whose skills are insufficient to take the TABE-R 7/8 can be entered using the lowest scale score of 160. These student must have documentation in their files stating that they were unable to take a test and the lowest possible TABE score was used.

⁴ TABE-Reading scale scores are units of a single, equal-interval scale that is applied across all levels of TABE 7 and 8. These scores are numbers that may range from 0-999. The equal interval property of the scale makes scale scores especially appropriate for statistical purposes. (Reference: TABE Norms Book, Forms 7 & 8, page 2, 1995.)

⁵ The percentages of Adults in each student category expected to make gains of at least one level were based on past data collection for Montana Adult Education. A pilot scheduled for FY2002 will determine the validity of the expectation levels listed.

⁶ Hours of instruction are time periods during which adults participate in ABE or ASE instruction. Instruction can be delivered in a variety of settings through various modes. Settings and modes can include the program's center (classes), in the participants' homes (e.g., home visit or distance learning), or in community locations (e.g. tutoring in the library or a field trip to a museum). Adult participants must complete at least twelve (12) hours of instruction within a reporting period in order to be included in the evaluation.

⁷ TABE-R Forms 7/8 Battery for pre-and post-testing include both vocabulary and comprehension sections. ABE students may move to higher student categories; however, generally they should be pre-and post-tested using the same test level.

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Even Start Performance Indicator A.2: Adult participants who have identified at least one education-related goal or at least one employment-related goal, and who have completed at least 12 hours of instruction, will attain one or more of these goals within a prescribed period of time as measured by checklists completed by participants and program staff.				
SUBJECTS	PERFORMANCE WITH THRESHOLD	EXPECTATION	TIME PERIOD	MEASURES
Adults who have identified at least one educational goal ¹ or at least one employment goal ²	will attain one or more of their goals	At least 25% of the adults	-after completing at least 12 hours of instruction from date of entry until end of the program's fiscal year -within a prescribed period of time to be determined jointly by the adult and the program staff	Pre- and post-checklist completed by adults and program staff
<p><u>Definitions:</u></p> <p><i>Continuing Education goals might include:</i> Take and pass the GED exam Enroll in a post-secondary education program or occupational skills training program</p> <p><i>Employment-related goals might include:</i> Enter into employment (a paid part- or full-time position) Enter a job retraining program (a program focused on teaching specific skills applicable to employment) Advance their career or employment possibilities Enter military service</p> <p><i>The type of goal identified will factor into determining the prescribed time period in which it will be accomplished. Both program staff and participants will identify goals as either short-term goals, intermediate goals, or long-term goals.</i> Short-term goals: up to six months to attain Intermediate goals: up to 12 months to attain Long-term goals: up to 18 months to attain The time period may extend across fiscal years.</p>				

Even Start Performance Indicator A.3: Teen parent participants who are attending high school, and who have completed at least 12 hours of instruction in one year, will earn a high school diploma or state recognized equivalent documenting satisfactory completion of secondary credential.				
SUBJECTS	PERFORMANCE WITH THRESHOLD	EXPECTATION	TIME PERIOD	MEASURES
Teen parent participants who are enrolled in high school	will earn a high school diploma or state recognized equivalent documenting satisfactory completion of secondary credential	At least 25% of the teen parent participants	After completing at least 12 hours of instruction from date of enrollment until end of the program's fiscal year within a prescribed period of time to be determined jointly by the adult and the program staff	Standardized, Norm-referenced tests for Reading and Mathematics (ITBS), portfolio assessment, classroom grades
<p><u>Definitions:</u></p> <p><i>The teen parent will enroll in a high school diploma-granting program and earn a high school diploma or state recognized equivalent documenting satisfactory completion of secondary credential.</i></p> <p><i>Both program staff and participants will identify goals as either short-term goals, intermediate goals, or long-term goals.</i></p> <p><i>Short-term goals: up to six months to attain</i></p> <p><i>Intermediate goals: up to 12 months to attain</i></p> <p><i>Long-term goals: up to 18 months to attain.</i></p> <p><i>The time period may extend across fiscal years.</i></p>				

Montana Even Start Performance Indicator C.1: Children ages birth to three years old enrolled for at least three months in an Even Start program will show language and cognitive gains on appropriate developmental screenings.				
SUBJECT	PERFORMANCE WITH THRESHOLD	EXPECTATION	TIME PERIOD	MEASURE
Children ages birth to three years old enrolled ¹ for at least three months in an Even Start program	will show language and cognitive gains	Ninety percent (90%) of the children	After at least three months from date of enrollment until exit or end of the program's fiscal year (Report Period: Each Program Year: July 1-June 30)	Appropriate development screenings.
<u>Definitions:</u> ¹ Enrolled means the family, adult, and child(ren), have completed the program's intake process.				

Montana Even Start Performance Indicator C.2: Children ages birth to three years old enrolled for at least three months in an Even Start program will participate in at least seventy percent (70%) of the child educational/developmental program activities offered in community, center, or home-based settings as measured by program attendance records.

SUBJECT	PERFORMANCE WITH THRESHOLD	EXPECTATION	TIME PERIOD	MEASURE
Children ages birth to three years old enrolled ¹ for at least three months in an Even Start program	will participate in at least 70% of the child educational/developmental program activities ² offered in community, center, or home-based settings.	Ninety percent (90%) of the children	After at least three months from date of enrollment until end of the program's fiscal year (Report Period: Each Program Year: July 1-June 30)	Program attendance records.

Definitions:

¹ Enrolled means the family, adult, and child(ren), have completed the program's intake process.

² Child educational/development program activities might include: (Taken from ESPIRS User's Manual, Even Start Performance Information Reporting System, December 1999.)

- Organized, center-based early childhood education program
- Individualized, home-based early childhood education
- Child care with educational component
- Parent-child joint activities offered at the center, in the community, or in the home.

Montana Even Start Performance Indicator C.3: Children ages three to five years old who have been enrolled in the program for at least three months will demonstrate continuous progress in language development and literacy as determined by their teacher through a checklist documenting baseline and continual progress.

SUBJECT	PERFORMANCE WITH THRESHOLD	EXPECTATION	TIME PERIOD	MEASURES
Even Start children ages three to five years old who have enrolled and participated ¹ in the Even Start program for at least seven months.	Will demonstrate continuous progress in language development and literacy ²	80% of Even Start children, ages three through five years old.	A baseline will be established within 30 days of the family's enrollment in Even Start and reported after the family has participated in the Even Start program for at least seven months ³	Through a checklist documenting baseline and continual progress ⁴

P I C.3: Definitions:

¹ *Having been enrolled and participated in Even Start for at least three months means that the family, adult and child, have completed the program's intake process and are attending program activities across all four components.*

² *For three to five-year-olds, language development and literacy may reflect the following language arts goals as listed in the Montana Even Start reading readiness and reading checklist:*

Language Development:

*Listening and Understanding
Speaking and Communicating*

Literacy:

*Phonological Awareness
Book Knowledge and Appreciation
Print Awareness and Concepts
Early Writing
Alphabetic Knowledge*

³ *Assessment will be conducted continually and reported annually after at least three months of participation. If three months of participation takes place within a program year, then progress as recorded on the checklist can be reported. However, if three months of participation crosses fiscal years, then progress will be reported during the program year in which the three months was completed.*

⁴ *Authentic assessment will be documented through a checklist of language development and literacy skills for three, four and five year olds. Teachers will determine progress through observations, work sampling and other ongoing documentation.*

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Montana Even Start Performance Indicator C.4: Children in public school grades kindergarten to third grade (K-3) will have attended school at the same or better rate as the building attendance rate reported in school records after seven months of family participation in Even Start.				
SUBJECT	PERFORMANCE WITH THRESHOLD	EXPECTATION	TIME PERIOD	MEASURES
Even Start children in public school grades kindergarten to third grade	will attend school at the same or better rate as the building attendance rate	80% of Even Start children	After three months of family enrollment and participation in Even Start ¹	As reported in school attendance records.
<p><u>Definitions:</u></p> <p>¹ Having enrolled and participated in Even Start for at least three months means that the family, adult and child(ren) have completed the program's intake process and are attending program activities across all four components for a time period of at least seven months.</p>				

Montana Even Start Performance Indicator C.5: Children age five to eight years old will demonstrate adequate progress in a given school year in reading readiness or reading as determined by their teacher through a checklist documenting baseline and continual progress.				
SUBJECT	PERFORMANCE WITH THRESHOLD	EXPECTATION	TIME PERIOD	MEASURES
Children ages five to eight years old who have enrolled and participated ¹ in Even Start for a least three months and are enrolled in the public school	will demonstrate adequate progress in reading readiness and reading skills ²	60% of Even Start children, ages five through eight years old in grades kindergarten through third grade	A baseline will be established within 30 days of the family's enrollment in Even Start and reported after the family has participated in the Even Start program for at least three months ³	Through a checklist documenting baseline and continual progress ⁴
<p><u>P I C.5: Definitions:</u></p> <p>¹ Having enrolled and participated in Even Start for at least three months means that the family and child(ren) have completed the program's intake process and are attending program activities across all four components.</p> <p>² For five- through eight-year olds, language development and literacy may reflect the following language arts goals as listed in the Montana Even Start reading readiness and reading checklist:</p> <p><i>Language Development:</i> <i>Listening and Understanding</i> <i>Speaking and Communicating</i></p> <p><i>Literacy:</i> <i>Phonological Awareness</i> <i>Book Knowledge and Appreciation</i> <i>Print Awareness and Concepts</i> <i>Early Writing</i> <i>Alphabetic Knowledge</i></p> <p><i>These goals align with the Montana K-12 Communication Arts Content Standards.</i></p> <p>³ Assessment will be conducted continually and reported annually after at least three months of participation. If three months of participation takes place within a program year, then progress as recorded on the checklist can be reported. However, if three months of participation crosses fiscal years, then progress will be reported during the program year in which the three months was completed.</p> <p>⁴ Authentic assessment will be documented through a checklist of language development and literacy skills for five, six, seven, and eight year olds. Teachers will determine progress through ongoing classroom observations, work portfolios, and diagnostic assessment. In most cases, progress will be measured on a year to year basis rather than through pre-and post-testing (e.g., assessment results from April 2001 would be compared with assessment results from April 2000).</p>				

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Montana Even Start Performance Indicator C.6: Even Start children, ages five to eight years old enrolled in school will be promoted to the next grade level each school year as measured by school records after three months of family participation in Even Start.				
SUBJECT	PERFORMANCE WITH THRESHOLD	EXPECTATION	TIME PERIOD	MEASURES
Even Start children ages five to eight years old enrolled in school after three months of family participation in Even Start. ¹	will be promoted to the next grade level	75% of Even Start children	For each school year	School records
<p><u>Definitions:</u></p> <p>¹ Having enrolled and participated in Even Start for at least three months means that the family, adult and child have completed the program's intake process and are attending program activities across all four components.</p>				

Montana Even Start Performance Indicator F.1: Even Start families who will experience a transition during the program year will participate in at least one transition activity in a program year as measured by sign-in sheets, self-reporting or portfolio documentation completed by families or program staff.				
SUBJECT	PERFORMANCE WITH THRESHOLD	EXPECTATION	TIME PERIOD	MEASURES
Even Start families ¹	will participate in a least one transition activity ²	80% of parents and children (families) who will experience a transition ³ during the program year ⁴	During a program year	Sign-in sheets, self-reporting ⁵ or portfolio documentation
<p><u>Definitions:</u></p> <p>¹ Families: The significant adult(s) or primary caregiver(s) and child(ren) who are living in the same household. When the term parent is used, this term refers to the significant adult(s) or primary caregiver(s). An Even Start family is one in which at least one adult and one child are participating in all appropriate program components.</p> <p>² Transition activities might include: (Adapted from: ESPIRS User's Manual, Even Start Performance Information Reporting System, December 1999.)</p> <ul style="list-style-type: none"> - Special summer workshop for reading readiness for families - Take children or parents to visit new school and classroom (e.g., field trips and site visits) - Conduct joint activities with new school and new classroom - Joint professional development activities between current program and new school staff members - Include planning for transition as a topic within parenting classes or home visits - Bring new school staff to program for visit - Parent-teacher conferences - Open Houses and Orientations for programs and schools 				

PIF.1: Definitions (continued):

³ Different transitions that families could experience might include: (Taken from *Guide to Quality Even Start Family Literacy Programs*, RCM Research Corporation, 1994)

- Horizontal transitions, e.g., between Even Start and Head Start and/or early care and education
 - Vertical transitions, e.g., between basic adult literacy and GED preparation nor prevocational training
- Children to program transitions
 - Children to school transitions
 - Transitions into employment
- Family transitions (e.g., divorce, birth, death, or moving)

⁴ Program year is the same as the program's fiscal year.

⁵ Self-reporting means that it is the participant's responsibility to inform program staff when they have experience a transition activity outside of program services (e.g., a parent attends an Open House at their son's school. The parents either write about it in a journal or orally report it to program staff).

Montana Even Start Performance Indicator F.2: Even Start families who primarily receive home-based services will transition to primarily receiving center-based services during the program year as measured by sign-in sheets, self-reporting or portfolio documentation completed by families or program staff.				
SUBJECT	PERFORMANCE WITH THRESHOLD	EXPECTATION	TIME PERIOD	MEASURES
Even Start families ¹ who primarily receive home-based services	will transition to primarily receiving center-based services ²	25% of Even Start families who primarily receive home-based services	during a program year (Reporting Period: July 1-June 30)	Sign-in sheets, self-reporting ³ or portfolio documentation
<p><u>Definitions:</u></p> <p>¹ Families: The significant adult(s) or primary caregiver(s) and child(ren) who are living in the same household. When the term parent is used, this term refers to the significant adult(s) or primary caregiver(s). An Even Start family is one in which at least one adult and one child are participating in all appropriate program components.</p> <p>Families that primarily receive home-based services are families that receive at least 51% of Even Start services through a home-based model. Families that primarily receive center-based services are families that receive at least 51% of Even Start services through a center-based model.</p> <p>² Transition to center-based services is encouraged to provide greater intensity of services to families. Additionally, families have more socialization opportunities, and opportunities to develop a peer support group.</p>				

Montana Even Start Performance Indicator F.3: Even Start parents will increase their knowledge of child development theories and positive parenting techniques as demonstrated on an appropriate instrument.				
SUBJECT	PERFORMANCE WITH THRESHOLD	EXPECTATION	TIME PERIOD	MEASURES
Even Start parents ¹	will increase their knowledge of child development theories and positive parenting techniques.	85% of Even Start parents	after at least three months from date of enrollment until end of the program's fiscal year (Report Period: Each Program Year: July 1-June 30)	on an appropriate instrument.
<p><u>Definitions:</u></p> <p>¹ Parents: the significant adult(s) or primary caregiver(s). An Even Start family is one in which at least one adult and one child are participating in all appropriate program components.</p>				

Montana Even Start Performance Indicator F.4: Even Start parents will independently increase the frequency of engaging in developmentally-appropriate and nurturing activities with their child(ren).				
SUBJECT	PERFORMANCE WITH THRESHOLD	EXPECTATION	TIME PERIOD	MEASURES
Even Start parents ¹	will independently ² increase the frequency of engaging in developmentally-appropriate and nurturing activities ³ with their children as a result of increased child development theories and positive parenting techniques knowledge, and participation in structured PACT time. ⁴	85% of Even Start parents	After at least three months from date of enrollment until end of the program's fiscal year (Report Period: Each Program Year: July 1-June 30)	Even Start staff observations, self reporting forms, and a checklist related to specific interactive skills.
<p><u>PI F.4: Definitions:</u></p> <p>¹ <i>Parents: the significant adult(s) or primary caregiver(s). An Even Start family is one in which at least one adult and one child are participating in all appropriate program components.</i></p> <p>² <i>Independently refers to interactive skills that adults and children demonstrate outside planned PACT activities. (E.G., a staff member may observe parent disciplining a in a positive way while entering the school building. This is an observable behavior by program staff. An example of self-reporting would be a parent telling a staff member about a family trip to a museum.)</i></p> <p>³ <i>Developmentally-appropriate and nurturing activities might include:</i> Household routines created with children (bedtime, family meals, etc.) Book sharing, reading, playing, singing or drawing with children Age-appropriate development activities (e.g., language social, motor, etc.) Providing constructive discipline Parents interact with children concerning homework and other school or program related learning activities Accessing community resources with children (e.g. libraries, health services, park district programs, museums, and community centers)</p> <p>⁴ <i>Structured Parents and Children Together (PACT) time are activities that have been planned for the families and are initiated by program staff. The following examples of PACT activities may take place at the center, in the community, or in the home. Examples of PACT activity focus might include: (Taken from: ESPIRS, Even Start Performance Information Reporting System, Users Manual, December 1999).</i> Storytelling Reading aloud Working with sounds and gestures Working with letters and writing (counting, number games) Working on other cognitive skills (e.g. shapes, colors, classification) Fine and gross motor skills Literacy-related social activities (e.g., family night at a public library) Sensory stimulation activities (auditory, visual, tactile)</p>				

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Montana Even Start Performance Indicator F.5: Even Start parents will increase their satisfaction with their parenting support network as demonstrated on an appropriate instrument.				
SUBJECT	PERFORMANCE WITH THRESHOLD	EXPECTATION	TIME PERIOD	MEASURES
Even Start parents ¹	will increase their satisfaction with their parenting support network as a result of participating in parenting education activities ²	85% of Even Start parents	after at least three months from date of enrollment until end of the program's fiscal year (Report Period: Each Program Year: July 1-June 30)	on an appropriate instrument.
<p><u>PI F.5: Definitions:</u></p> <p>¹ Parents: the significant adult(s) or primary caregiver(s). An Even Start family is one in which at least one adult and one child are participating in all appropriate program components.</p> <p>² Parenting education activities may take place at the center, in the community, or in the home. Parenting education topics can be covered through classroom instruction, support group discussion, home visitations, etc. Examples of parenting education topics might include: (Taken from: ESPIRS User's Manual, Even Start Performance Information Reporting System, December, 1999).</p> <ul style="list-style-type: none"> General understanding of how children develop Helping parents understand what to expect of their children Developing child's language and thinking Understanding how talking with children promotes children's literacy skills How to ask good questions of children How to provide children easy access to writing and reading materials How to promote children's social skills How to work effectively with child's teacher How to manage child's behavior How to ensure child's safety and well-being Building parent's understanding of good health and nutrition practices Accessing community resources 				

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Montana Even Start Performance Indicator F.6: Even Start adults who have identified at least one goal related to family needs or community involvement will attain one or more of these goals within a prescribed period of time as measured by checklists completed by participants and program staff.

SUBJECT	PERFORMANCE WITH THRESHOLD	EXPECTATION	TIME PERIOD	MEASURES
Even Start adults who have identified at least one goal related to family needs ¹ or community involvement ²	will attain one or more of their goals ³	85% of adults with one or more identified goal.	Within a prescribed period of time ⁴ to be determined jointly by the adult participant and program staff (Report Period: Each Program Year: July 1-June 30)	Pre- and post-checklist

PI F.6: Definitions:

¹ Family need goals might include the following areas:

- Family management (e.g., budgeting finances, managing time, knowing the needs of a health home environment, managing conflict, balancing work and home)
- Environment (e.g., housing, daily needed transportation, food, clothing, home safety, car safety, economic security, crime prevention)

² Community involvement goals might include:

- Applying for or achieving citizenship
- Registering to vote
- Voting for the first time
- Independently using their library card
- Using public transportation
- Attending park district programs (adults or children)
- Accessing community services in health (physical, mental and social)
- Acting upon a referral to a community resource (e.g., food pantry, shelter)

³ Attainment of goals may be accomplished by either adults or children or both (e.g., Parents enroll their children to attend a park district program, mother seeks assistance in domestic violence, or family goes to the local beach using public transportation).

⁴ The prescribed time period will be determined by the type of goal identified. Both program staff and participants will identify goals as either short-term goals, intermediate goals, or long-term goals.

- Short-Term Goals = up to six months to attain
- Intermediate Goals = up to 12 months to attain
- Long-term Goals = up to 18 months to attain

The time period may extend across different fiscal years.

